

Department of the Army
U.S. Army Ordnance Center and Schools
Aberdeen Proving Ground, Maryland 21005-5201
Redstone Arsenal, AL 35897-6000
22 December 2008

*Ordnance Reg 350-66

Training

STUDENT DIAGNOSTIC TESTING FOR ADVANCED PLACEMENT

Summary. This regulation prescribes responsibilities, policies, and procedures for student diagnostic testing for advanced placement at the US Army Ordnance Center and Schools headquartered at Aberdeen Proving Ground, MD, and Redstone Arsenal, AL

Applicability. This regulation is applicable to all Army and Interservice Training Review Organization (ITRO) consolidated courses and blocks of instruction taught in the Ordnance Schools.

Suggested Improvements. The proponents of this regulation are the DOI, OMEMS and the DOI, OMMS. Send comments and suggested improvements on DA Form 2028 (Recommended Changes to Publications and Blank Forms) to Commander, Ordnance Center and Schools, ATTN: ATSL-DI, Aberdeen Proving Grounds, MD 21005-5201, or electronically.

Availability. This regulation is available in electronic media only on the OCS intranet and the MEMS official website.

*This regulation supersedes OMMCS Regulation 350-9 dated 21 Nov 1990 and OMMS Regulation 350-66 dated 11 Jan 2002.

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1. Purpose. This regulation prescribes responsibilities, policies, and procedures for student diagnostic testing for advanced placement.

2. References.

a. TRADOC Reg 350-70, Systems Approach to Training Management, Processes, and Products.

b. TRADOC Reg 351-10, Institutional Leader Training and Education.

3. Abbreviations/Terms.

a. Diagnostic Test. An assessment that measures soldier or civilian task competency before training. As it measures performance against a criterion, results focus training in what soldiers/civilians need to know and provide links to this prescriptive training. As a placement test, it allows for testing-out of lessons, modules, or phases of a course. A diagnostic test may be written or hands-on.

b. Current Module. The training module in which the student requesting diagnostic testing, for advancement to next module, is assigned at the time of the request for advanced placement test action.

c. Advanced Placement Program. Students who have demonstrated the mastery of the lesson objective through successfully passing a diagnostic test, are then allowed to skip the block of instruction on that objective and advance to the next objective in accordance with this regulation.

4. Responsibilities. Students and cadre/staff/instructor personnel are responsible for carrying out the policies and procedures prescribed in this publication.

5. Policies and Procedures.

a. Students who demonstrate the ability and knowledge for advancement in their current module, and request a diagnostic test for the purpose of advancement in the training course to the next training module, will be encouraged to test out of the current module. The student must have demonstrated to the cadre/instructor personnel the ability and knowledge to do so. If possible, students should present documentation of prior experience and/or training. Examples of documentation include training certificates or diplomas, civilian grade sheets, academic evaluation reports, and letters of reference. The training department is responsible for providing the student, at the time of the request, the opportunity at the earliest convenient time for both student and cadre.

b. Each training department will have the responsibility of informing incoming students of these provisions for diagnostic testing and advanced placement.

c. The cadre/staff/instructor personnel assigned responsibility for the student's academic progress at that time will inform the student of the date and time the test will be administered.

d. The cadre/staff/instructor will also advise the student of the impact of a test score on the final grade point average for the course. Example: An Advanced Placement Program student may not score as high as their current average without sitting through the instruction. A lower than their current average score could result in a lower final grade point average, which may prevent them from becoming the distinguished or an honor graduate.

e. A separate diagnostic test does not necessarily need to be developed. Students seeking advanced placement can take one of the versions of the module or end-of-phase test for advanced placement purposes.

f. In order to accommodate students taking a diagnostic test for tasks requiring the collective efforts of two or more personnel (e.g. remove engines) for the purpose of AP, Department Chiefs will assign the appropriate number of instructors to assist the student in the performance of the task(s). The role of the instructors, while assisting the student in the execution of the task, will be as evaluators, ensuring the task is performed safely and to standard as well as ensuring the student has the required knowledge to advance.

g. Advanced Placement Program personnel will only be afforded the opportunity to take the test(s), written and practical performance tests, if he/she has demonstrated confidence and knowledge of equipment operation to the instructor. A risk assessment by the training department for personnel safety must be completed prior to allowing a student to advance through a module under the provisions of this regulation.

h. No student requesting Advanced Placement Program status will be allowed to operate or test on equipment that he/she has not been actively engaged in training. Students must have the confidence of the instructor in his/her ability to perform at a satisfactory level.

i. Training equipment, either tactical equipment or training aids, devices, simulators and simulations, are expensive to acquire and maintain. This factor must be considered in assessing the risk of allowing a student to use equipment for diagnostic testing. Some equipment is dangerous to work with and requires a high degree of confidence to perform maintenance procedures. The instructor will determine if the student requesting advanced placement has met the confidence factor to test on this equipment.

j. No testing will be allowed which poses a risk of destruction of equipment, or a degradation of equipment to the point it is not able to be used by other students after testing.

k. An Advanced Placement Program student who has successfully passed the current module will be afforded the opportunity for placement in the class immediately ahead of his or her current module providing:

(1) Space is available in that class.

(2) No other students in the class are displaced.

(3) Program of Instruction student to equipment and instructor to student ratios are not violated in moving the student forward.

(4) A passing score of 70% or above was achieved.

l. No Advanced Placement Program action will be granted during the last four weeks of Army training due to the requirement for each Army student to complete FTX training and the time necessary to complete academic records documentation for course completion.

m. The Advanced Placement Program student will be informed if there is not space available in the next class. This will allow the student to make a decision if he/she wants to proceed with the Advanced Placement action or continue training with his/her original class.

n. If the student desires to test out of a module and does not have a class to progress to, he/she will be given additional instruction outside the POI, providing there is an instructor and/or self-paced materials available; or, the student will be returned to the assigned company for use as a Not Available for Training asset until his/her original class finishes the current module. When the class begins the next module, the Advanced Placement Student will report for training with his/her original class. If the student does not have a class to progress to, he/she will also be given the opportunity to stay with the original class and assist the primary instructor, as necessary. In no case, however, will the Advanced Placement student be left in charge of the class during instruction or testing.

o. Students who fail the diagnostic test will remain with their class and proceed with the instruction at the POI rate.

Glossary

Section I

Abbreviations

DOI	Directorate of Instruction
FTX	Field Training Exercise
ITRO	Interservice Training Review Organization
OCS	Ordinance Center and Schools
OMEMS	US Army Ordnance Munitions and Electronic Maintenance School
OMMS	US Army Ordnance Mechanical Maintenance School
POI	Program of Instruction

Section II

Terms

Diagnostic Test

An assessment that measures task competency before training. As it measures performance against a criterion, results focus training in what soldiers/civilians need to know and provide

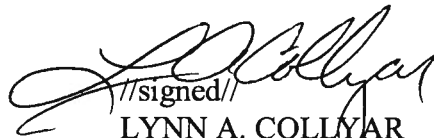
links to this prescriptive training. As a placement test, it allows for testing out of lessons, modules, or phases of a course. A diagnostic test may be written or hands-on.

Current Module

The training module in which the student requesting diagnostic testing, for advancement to the next module, is assigned at the time of the request for advanced placement test action.

Advanced Placement Program

Students who have demonstrated the mastery of the lesson objective through successfully passing a diagnostic test, are then allowed to skip the block of instruction on that objective and are advanced to the next objective in accordance with this regulation.

A handwritten signature in black ink, appearing to read "L. Collyar", with the text "//signed//" written in the middle of the signature.

LYNN A. COLLYAR

Brigadier General, US Army

Chief of Ordnance

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21 Jan 09

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Mrs Hamilton, Director of Instruction

Initials

Date

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COL Dye, Chief of Staff, OMEMS

2.

Dr. Armstrong, Deputy to the Commander

3.

COL Keegan, Commander, OMEMS

4.

5.

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REMARKS

Sir,

Request review and concurrence with the enclosed Ordnance Regulation 350-66

Upon your review, I will forward to Aberdeen for Chief of Ordnance signature and final approval.

V/R,

Billy Blount

DO NOT use this form as a RECORD of approvals, concurrences, disposals,
clearances, and similar actions

FROM: (Name, org. symbol, Agency/Post)

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